DOCUMENT RESUME

ED 069 074 EC 050 149

TITLE	Trainable Mentally Handicapped -- Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 640.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Jul 72
NOTE	20p.
AVAILABLE FROM	The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Exceptional Child Education; Mentally Handicapped; *Mongolism; Residential Programs; *Trainable Mentally Handicapped; Training Techniques

ABSTRACT

The selected bibliography of programs for trainable mentally handicapped children contains approximately 55 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1961 to 1971. (CB)

ED 069074

TRAINABLE MENTALLY HANDICAPPED—PROGRAMS

A Selective Bibliography

July 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 640

EC 050 149E

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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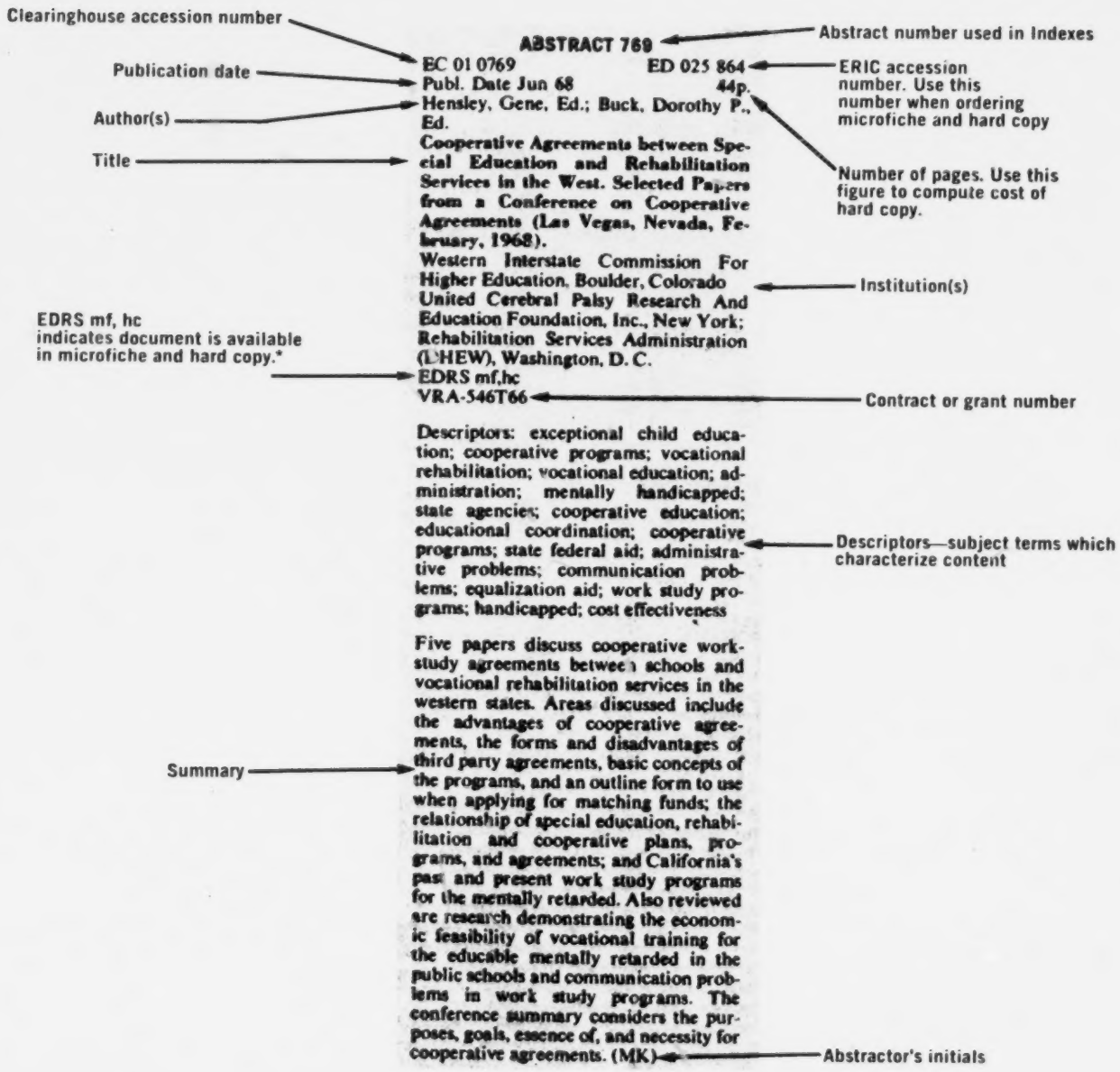
Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

Terms Searched

Index terms used to retrieve information on *Trainable Mentally Handicapped—Programs* from the Center's computer file of abstracts are listed alphabetically below:

Downs Syndrome
Exceptional Child Education
Mentally Handicapped
Mongolism
Trainable Mentally Handicapped

Journals

Abstracts of journal articles from the following periodicals appear in this bibliography:

Education and Training of the Mentally Retarded
Mental Retardation
Rehabilitation Literature
Rehabilitation Record
Teaching Exceptional Children
Training School Bulletin

The abstracts in this bibliography were taken from **Exceptional Child Education Abstracts**, Vol. I-III

ABSTRACTS

ABSTRACT 10226

EC 01 0226 ED 018 056
Publ. Date 66
Penrose, L. S.; Smith, G. F.
Down's Anomaly.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; child development; identification; mongolism; historical reviews; physical characteristics; pathology; physical development; mental development; clinical diagnosis; etiology; medical treatment; genetics; prevention; medical evaluation; biological influences; incidence; statistical data

Both clinical and pathological aspects and mathematical elaborations of Down's anomaly, known also as mongolism, are presented in this reference manual for professional personnel. Information provided concerns (1) historical studies, (2) physical signs, (3) bones and muscles, (4) mental development, (5) dermatoglyphs, (6) hematology, (7) biochemistry, (8) clinical diagnosis, (9) cytology, (10) vital statistics, (11) etiology, and (12) treatment. A total of 78 tables and 80 figures is included. Nearly 700 references are cited. An index of names and a subject index accompany the text. This document was published by Little, Brown and Company, Boston, Massachusetts, and is available for $8.00. (JD)

ABSTRACT 10401

EC 01 0401 ED 012 544
Pub. Date 67 65p.
Jones, Philip R., Ed.
Areas of Instruction for Trainable Mentally Handicapped Children.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; units of study (subject fields); home economics skills; language development; self care skills; social adjustment; music; art; handicrafts; Champaign Community Schools

Unit outlines for six major areas of the trainable curriculum are presented. Units on self care, economic usefulness, language development, social adjustment, music, and arts and crafts are designed for children whose chronological ages range between 5 and 21 years and whose mental ages are between about 2 1/2 to 8 years. Unit outlines, covering content lasting approximately 4 years, contain objectives, outline of content, sources of information, steps for evaluation, and importance of the unit. The appendix includes a guide for field trips, a sample daily schedule, a progress report form, and conference record forms. (JL)

ABSTRACT 10436

EC 01 0436 ED 012 117
Publ. Date 63
Molloy, Julia S.
Trainable Children, Curriculum and Procedures Based on the Curriculum of the Orchard School for Retarded Children, Skokie, Illinois.
Orchard School for Retarded Children, Skokie, Ill.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; lesson plans; records (forms); art; handicrafts; handwriting; language development; music; numbers; physical education; reading; kindergarten; intermediate grades; primary grades; adolescents; children; identification; student characteristics; student placement; educational objectives; instructional materials; teaching guides; Orchard School for Retarded Children

This program incorporates the training needs of the severely retarded child in a logical, psychological sequence to provide the child with the opportunity to grow physically, emotionally, intellectually, and spiritually in order that adequate self care, social adjustment, good planning of leisure time, and satisfying usefulness may be realized for living comfortably at home or in an institution. The characteristics, identification, and placement of trainable children as well as the philosophy, purpose, and operation of the special class for trainables are discussed. Background information, teaching techniques, sequence of activities, and materials are presented for teaching arts and crafts, handwriting and language development, music, numbers, physical education and play, and reading. Programs for preschool, kindergarten, primary, junior intermediate, and senior intermediate students outline objectives, management, and materials for physical, social, emotional, and intellectual growth. A program for young adults is outlined. Lesson plans with sample forms are presented. A detailed chart for recording progress lists physical, emotional, social, intellectual, and spiritual levels of development. Samples of 10 report forms are included. Annotations are included along with a 23-item bibliography. This document is available from the John Day Co., New York, New York for $3.50. (JZ)

ABSTRACT 10887

EC 01 0887 ED 012 523
Publ. Date 66 41p.
Team Teaching with the Trainable Child, a Pilot Program.
Worcester Public School, Massachusetts
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; team teaching; trainable mentally handicapped; pilot projects; children; program evaluation; program planning; program administration; program guides

An evaluation of the curriculum and organization of the Bloomingdale School for Trainable Children, Worcester, Massachusetts, was made by a committee including teachers, the principal, and an administrator of special education. The literature on team teaching of the handicapped was surveyed. The Slover School, Fontana, California, was used as a model for proposed changes. General objectives, advantages and disadvantages, sample time schedules, and class assignment tables are given for the planned interchange of children according to abilities and needs. Basic objectives are noted. The curriculum is developed about a fluid program geared to the development of social competence in five teaching areas--art, home arts, language, music, and readiness. General and specific aims and suggested activities are listed for each area. Planning and evaluation are stressed in developing team teaching. Photographs of the activities and a 49-item bibliography are included. (GB)

ABSTRACT 11101

EC 01 1101 ED N.A.
Publ. Date Jun 65 6p.
Gorton, Chester E.; Hollis, John H.
Redesigning a Cottage Unit for Better Programming and Research for the Severely Retarded.
Parsons State Hospital and Training Center, Kansas;
Kansas University, Lawrence, Parsons Research Project
National Institute of Mental Health, Bethesda, Maryland
EDRS not available
Mental Retardation; V3 N3 P16-21 Jun 1965

Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; institutionalized (persons); institutional facilities; design needs; self care skills; attendant training; perceptual motor coordination; stimulus behavior; institutional research

To meet needs evident at the state hospital and training school, a system of care, treatment, and training for the severely mentally handicapped was developed. Subjects were 18 girls, aged 6 to 12, with IQ's less than 25. The cottage unit in which the girls lived was modified from a single large room, which appeared to limit social interaction between the girls and the aides, to provide environmental structure and control. A cubicle system was designed, but later abandoned to facilitate monitoring; an operant area with three large tables was then established and found successful in keeping the subjects off medication and out of diapers. A 12-session training program was conducted for the aides in methods

of observation, reinforcement, and grouping; interaction increased and personnel turnover decreased. Feeding training was also given the subjects, nine of whom did not spoon feed themselves; after 1½ months, all 18 achieved self feeding. Additional progress was made in other self care skills over 3 years of the study. Studies were also conducted concerning perceptual motor skills, effects of social and nonsocial stimuli on behavior, communication behavior, social dominance, and differential responses to social stimuli. Three figures and two photographs present the architectural modifications. (JD)

ABSTRACT 11262

EC 01 1262 ED N.A.
Publ. Date 64 229p.
Seagoe, May V.
Yesterday Was Tuesday, All Day and All Night; The Story of a Unique Education.
EDRS not available
Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 ($5.00).

Descriptors: exceptional child education; mentally handicapped; child development; teaching methods; family (sociological unit); mongolism; biographies; self actualization; self expressin; language ability; childhood; early childhood; adult development; young adults; institutionalized (persons); tutoring; fathers; family attitudes; family life; achievement; case studies (education)

The story of a mongoloid's life is presented (1916-63) as seen through his diary and through his teachers' accounts. The child's family, his first attempts at reading and writing in a formal education setting, and his travels are described. Entries from his diary and comments inserted by May Seagoe illustrate the effect of his father's death and treat a period of drifting after which he was placed in a large eastern private school for the mentally retarded. The diary ends in 1959, but letters show his reactions to residential placement over a 4-year period until his death at age 47 in 1963. In an epilogue, the author considers a number of questions related to mongolism. (DF)

ABSTRACT 11506

EC 01 1506 ED 029 404
Publ. Date Apr 68 90p.
Improving Instruction for Trainable Mentally Retarded; A Working Document.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department of Public Instruction, Des Moines;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; bibliographies; instructional materials; evaluation techniques; trainable mentally handicapped; books; periodicals; curriculum guides; educational objectives; language development; music; instructional improvement; visual perception; reading instruction; teacher developed materials; arithmetic

A perspective on teaching the trainable mentally retarded is presented along with an approach to evaluating commercial materials with an accompanying outline for evaluation and an illustration of its use. A selected bibliography includes 41 professional references, 65 readings for professional growth, 30 curriculum guides, 16 references on language development, and 19 language development materials. Also cited are 21 references on perceptual training, 31 references on numbers and materials, 11 references on reading and materials, and nine references on other areas of the curriculum. Listed are the following: six sources of free and inexpensive materials; 26 teacher designed activities and aids (with illustrations and descriptions); and arithmetic supplies and games, language arts supplies and games, and perceptual and muscular coordination materials. (DF)

ABSTRACT 11522

EC 01 1522 ED 029 424
Publ. Date 68 88p.
An Experimental Curriculum Guide for Teachers of the Trainable Mentally Retarded.
Southeast Region Special Education Service Center, Downey, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; teaching methods; self care skills; communication (thought transfer); recreation; self concept; health education; safety education; homemaking skills; sensory training; vocational education; practical mathematics; interpersonal competence; learning activities; number concepts; psychomotor skills; Elementary and Secondary Education Act Title III Project; ESEA Title III Project

An experimental curriculum guide for the trainable mentally retarded of all ages utilizes activities sequenced in order of difficulty. The unit on self understanding and self care treats physical self and personal care; the communication unit covers language development and observational and listening skills; the social competence unit considers self discipline, social amenities, respect for other people and property; and eating habits. Also included are units on health and personal and group safety, and on sensory and gross and fine motor skills. Further units are on quantitative concepts, with number concepts and practical application; practical skills, with homemaking, shop, custodial, and outdoor skills; and recreational skills with self motivation and leisure time. In all units, objectives are listed with techniques and activities suggested and materials and references provided. (SN)

ABSTRACT 11599

EC 01 1599 ED N.A.
Publ. Date Apr 69 4p.
Baer, Lorraine; Stanley, Phyllis
A Camping Program for the Trainable Retarded.
EDRS not available
Education and Training of the Mentally Retarded: V4 N2 P81-4 Apr 1969

Descriptors: exceptional child education; mentally handicapped; camping; self care skills; trainable mentally handicapped; program planning; language enrichment; recreational activities; outdoor education

A camping program for trainable retarded children which was developed by a school system is discussed beginning with the number of pupils and instructors and the selection of a camp site. Specific goals of the program and organizational steps taken before departure are listed; rules and the responsibilities of the campers are described. Also described are homemaking and outdoor experiences and their part in the development of self care, social, and language skills. Recommendations for future trips are included. (RJ)

ABSTRACT 11972

EC 01 1972 ED 031 004
Publ. Date Feb 69 33p.
Kokaska, Charles J., Ed.
Selected Speeches from a Workshop for Aides to Teachers of the Trainable Mentally Retarded.
Michigan State Department of Education, Lansing, Division of Special Education;
Eastern Michigan University, Ypsilanti, Department Of Special Education and Occupational Therapy
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teaching methods; teacher aides; trainable mentally handicapped; nonprofessional personnel; staff role; group instruction; communication skills; parent school relationship; sheltered workshops; employment problems; class management

The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE)

ABSTRACT 20400

EC 02 0400 ED N.A.
Publ. Date 68 75p.
A Guide for Teachers of Trainable Mentally Retarded Children.
Oklahoma State Department of Education, Oklahoma City

EDRS not available
Oklahoma State Department of Education, Division of Special Education, 2302 Lincoln Blvd., Oklahoma City, Oklahoma 73105.

Descriptors: exceptional child education; mentally handicapped; state programs; administration; curriculum; trainable mentally handicapped; family life education; physical education; language development; student evaluation; curriculum guides; instructional materials; number concepts; music; art; elementary grades; parent counseling; social adjustment; self care skills; Oklahoma

Included are discussions of the philosophy, administration and policies, general aims and objectives, suggestions for evaluation of student and curriculum of the Oklahoma state program for trainable children. Activities and suggestions are offered in the areas of self care, home-community usefulness, physical education, language development, number concepts, music therapy, and art therapy. Problems in parent counseling and sample programs and equipment (including audio-visual materials) for trainable classes are considered. There is an 80-item bibliography. (LE)

ABSTRACT 20485

EC 02 0485 ED N.A.
Publ. Date 68 107p.
Special Education Curriculum Guidelines; Trainable Mentally Retarded.
Shelby County Schools, Memphis, Tennessee
EDRS not available
Shelby County Schools, 160 South Hollywood Avenue, Memphis, Tennessee 38112.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; trainable mentally handicapped; social adjustment; nutrition; physical education; self care skills; safety education; language development; number concepts; music education; art; elementary grades; handicrafts; program evaluation; student evaluation; color; Memphis; Tennessee

Intended as a guide to assist trainable retardates, the test includes general goals and basic understandings, activities, materials, and evaluation. Units cover the following social adjustment; health (physical education, nutrition, and body care); community helpers; safety; language development; numbers; music; color; arts and crafts; work tasks leading to vocational rehabilitation; evaluation of program; and evaluation of child. Each unit lists sources of information. (LE)

ABSTRACT 20804

EC 02 0804 ED N.A.
Publ. Date 61 125p.
Molloy, Julia S.
Teaching the Retarded Child to Talk; A Guide for Parents and Teachers.
EDRS not available
The John Day Company, 62 West 45th Street, New York, New York 10036 ($3.50).

Descriptors: exceptional child education; mentally handicapped; preschool children; speech instruction; speech handicapped; speech improvement; home instruction; parent role; retarded speech development; language development; teaching methods; instructional materials; listening skills; social development; Mongolism

The guide for parents and teachers of young retarded children with speech problems presents the causes of speech difficulty and descriptions of the normal pattern of speech learning. Specific steps of instruction are provided including mouth exercises, listening skills, and vocabulary guidelines. The appendix lists recommended materials. (RD)

ABSTRACT 20825

EC 02 0825 ED 032 691
Publ. Date 68 185p.
Rosenzweig, Louis E.; Long, Julia
Understandng and Teaching the Dependent Retarded Child.
EDRS not available
Teachers Publishing Corporation, 23 Leroy Avenue, Darien, Connecticut 06820.

Descriptors: exceptional child education; mentally handicapped; teaching methods; instructional materials; learning activities; trainable mentally handicapped; skill development; audiovisual aids; educational objectives; admission criteria; self care skills; interpersonal competence; motor development; art activities; job skills; basic skills; educational equipment; educational planning

Levels of mental retardation and school admission procedures for the dependent retarded (IQ's 30 to 50) are reviewed. Goals for all retarded and the application of goals to the dependent retarded are considered. Plans and procedures for both teacher and child activities along with suggestions for audiovisual and other materials are provided in the areas of leisure time activities and holidays as well as self help, social, motor, academic, and vocational skills. Also included are specifications for classroom organization and planning for instruction, and a list of songs, singing games, books, records, and teacher prepared materials. (JD)

ABSTRACT 20864

EC 02 0864 ED 028 561
Publ. Date 68 146p.
Larsen, Lawrence A.; Bricker, William A.
A Manual for Parents and Teachers of Severely and Moderately Retarded Children. IMRID Papers and Reports, Volume 5, Number 22.
Institute on Mental Retardation and Intellectual Development, Nashville, Tennessee
EDRS mf,hc
IMRID, Box 163, George Peabody College, Nashville, Tennessee 37203 ($0.50).

Descriptors: exceptional child education; mentally handicapped; behavior change; teaching methods; self care skills; instructional materials; learning; operant conditioning; reinforcement; pretesting; post testing; behavior rating scales; rewards; positive reinforcement; negative reinforcement; self reward; verbal operant conditioning; task analysis; visually handicapped; aurally handicapped; custodial mentally handicapped; trainable mentally handicapped

Designed for both parents and teachers, the handbook presents methods for educating the moderately and severely retarded child. Those methods include measuring progress, rewarding and punishing, ways of using rewards and punishers, ways of giving positive reinforcers and punishers, withholding reinforcers (extinction), letting the child reward himself, spacing giving reinforcers, shaping behavior in small steps, using signals, and building control. Twenty-three activities are next presented, each with a task definition, pretest, and suggested education program. These activities include sitting quietly; building puzzles; coloring; playing with toys, balls, and wagons; toilet training; eating correctly; putting on a pullover shirt, pants, and socks; buttoning buttons; tying shoe laces; brushing teeth; washing; imitating movements, mouth movements, sounds, and words; understanding words and the names of colors; naming objects, actions, and colors; and talking in sentences. Appendixes include materials needed for the activities, suggested reinforcers, sample forms for pre- and posttest, glossary, and applications to blind and deaf children. (LE)

ABSTRACT 20919

EC 02 0919 ED 019 806
Publ. Date Nov 66 7p.
Gelhart, Robert P.
A Bibliography on Down's Syndrome.
Colorado State College, Greeley, Rocky Montain SEIMC
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; mental retardation; bibliographies; medical research; genetics; heredity; etiology; child development; biochemistry

Eighty-five books and articles dealing with Down's syndrome (mongolism) are listed. Dating from 1933 through 1965, the items cited focus on biochemical and genetic factors as well as the development of the mongoloid child. (JD)

ABSTRACT 21483

EC 02 1483 ED 034 361
Publ. Date 69 135p.
Jacobs, Jerry
The Search for Help: A Study of the Retarded Child in the Community.
EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($5.95).

Descriptors: exceptional child education;

mentally handicapped: identification: educational programs: parent reaction: family relationahip: preschool programs: teacher attitudes: mongolism: family problems: physicians: parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ABSTRACT 21517

EC 02 1517 ED N.A.
Publ. Date 67 97p.
Penny, Ruthanna
Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services: mentally handicapped: custodial mentally handicapped: trainable mentally handicapped: institutionalized (persons): training techniques: self care skills: nurses: attendants: case studies: communication (thought transfer): nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts form small group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

ABSTRACT 21755

EC 02 1755 ED 035 134
Publ. Date 69 66p.
Take the Train Out of Trainable; Conference Proceedings of Institute for Teachers of TMR.
Georgia State Department of Education, Atlanta, Program for Exceptional Children
EDRS mf,hc

Descripfors: exceptional child education: trainable mentally handicapped: educational programs: physical education: recreation: psychological evaluation: art: handicrafts: language development: program planning: testing: student evaluation: health programs: physical environment: community role: mentally handicapped: behavior change: reinforcement: teaching methods

Conference papers are concerned with the overall curriculum for the trainable mentally handicapped, physical education and recreation, a psychological evaluation, arts and crafts and associated learning, and language development. Discussed are matters of contingency management in the classroom, programing, evaluation and testing instruments, reporting to parents, individual evaluation of the children, and planning a health program for mentally retarded children. The problems of physical environment as related to special education and the role of the community are also included. (JM)

ABSTRACT 21940

EC 02 1940 ED 036 919
Publ. Date 69 102p.
Craft, Michael
Speech Delay: Its Treatment by Speech Play.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($5.50).

Descriptors: exceptional child education: retarded speech development: parent participation: language development: handicapped children: physically handicapped: emotionally disturbed: aurally handicapped: minimally brain injured: stuttering: mentally handicapped: mongolism: deaf: teaching methods: twins: multiply handicapped: speech therapy: self care skills: special schools: professional personnel

Directed to parents, the text discusses normal and delayed speech development and considers the causes of delay. Suggestions are given for helping deaf, emotionally disturbed, brain damaged, and physically handicapped children. Additional suggestions are provided for parents of twins, of stutterers, and of mongoloid or multiply handicapped children. Directions are given for teaching the right words and for handling difficult ones. Speech play at school and special, self care, speech situations are described; the art of conversation and the parents' relationship with professionals are discussed. Appendixes list a suggested first 50-word vocabulary, speech exercises, and materials and equipment. (JD)

ABSTRACT 22141

EC 02 2141 ED N.A.
Publ. Date Feb 69 248p.
Lukens, Kathleen; Panter, Carol
Thursday's Child Has Far to Go.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($5.95).

Descriptors: physically handicapped: special health problems: aphasia: diabetes: mongolism: family relationship: family attitudes

Written in narrative form, the text contains four studies of handicapped children and the problems they and their families must face. The conditions discussed are aphasia, diabetes, mongolism, and osteogenesis imperfecta congenita. Emphasis is placed on the process of adjustment. (JM)

ABSTRACT 22511

EC 02 2511 ED 038 781
Publ. Date Aug 67 237p.
Curriculum Guide for Teachers of Trainable Retarded Children.
Missouri State Department of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education: mentally handicapped: curriculum guides: trainable mentally handicapped: instructional materials: learning activities: self care skills: health education: social development: safety education: sensory training: perceptual development: language development: physical development: creative development: academic education: family life education: vocational education

Curriculum for the trainable mentally handicapped is developed on the primary, intermediate, and young adult levels. Units treat self care and personal health, interpersonal relations, safety education, and sensory and perceptual training. Additional units cover language, physical, and creative development as well as functional academics, home living, and vocational preparation. (JD)

ABSTRACT 22550

EC 02 2550 ED 038 821
Publ. Date Feb 70 78p.
Dymond, Gerald E. and Others
A Curriculum for the Residential Trainable Child. Eighth Edition.
Southern Wisconsin Colony and Training School, Union Grove
Wisconsin State Department of Health and Social Services, Madison
EDRS mf,hc

Descriptors: exceptional child education: mentally handicapped: curriculum guides: residential programs: trainable mentally handicapped: vocational education: homemaking education: self care skills: communication skills: psychomotor skills: work experience programs: concept formation: social development: art: music: admission criteria

The trainable child's needs and abilities are considered: criteria for admission to and exclusion from the training school program are discussed. Curricula for children aged 5 to 9, 7 to 12, and 12 to 17 are then reviewed; all are grouped

around expressive activities and self care, social, motor, academic, and vocational skills. Also presented are the work orientation program, providing advanced classroom and integrated work experience for ages 17 to 20, and the vocational and home living programs. Appendixes treat concurrent work experiences, industrial therapy, music, art, speech and hearing, and field trips. (JD)

ABSTRACT 22728

EC 02 2728 ED 039 670
Publ. Date 69 18p.
Fait, Hollis F., Ed.
Curriculum Guide for Teaching Physical Education to the Profoundly and Severely Retarded.
Mansfield Training School, Mansfield Depot, Connecticut, Department of Physical Education
EDRS mf,hc

Descriptors: exceptional child education; physical education; mentally handicapped; curriculum guides; trainable mentally handicapped; custodial mentally handicapped; physical activities; teaching methods; physical fitness; tests; student evaluation

For use with the profoundly and severely retarded, the guide to physical education curriculum describes methods and techniques, objectives, and core activities. The following are also considered: supplementary activities for the hyperactive and emotionally disturbed; suggestions for the teacher; and evaluation, including records, motor skills tests, and behavior rating scales. (JD)

ABSTRACT 23572

EC 02 3572 ED 042 305
Publ. Date 69 113p.
Rhodes, Leanne and Others
A Language Stimulation and Reading Program for Severely Retarded Mongoloid Children: A Descriptive Report. California Mental Health Research Monograph No. 11.
California State Department of Mental Hygiene, Sacramento, Bureau of Research
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; language development; institutional environment; enrichment programs; language skills; language instruction; reading instruction; intellectual development; program descriptions

A longitudinal research study of the growth and development of 10 severely mentally handicapped mongoloid (Down's Syndrome) children reared together in a state hospital was conducted. They were tested regularly on the same scales, providing comprehensive histories of mental, psychomotor, and physical growth. When comparison with similar children reared at home emphasized the declining developmental patterns of the institutionalized group, an environmental stimulation program (eventually including reading) was designed to overcome their relative retardation. Intensive language stimulation training was the focal point. Described are means used to make the environment more stimulating, better structure daily routine, and motivate staff. Initial language stimulation and articulation training is outlined, including modifications made as the program progressed. Aspects of reading training and instruction are summarized. Findings thus far show improvement in articulation, greater expressive use of language, more extensive receptive language, significant increase in intellectual ability, and ability to read and enjoy simple books. Asocial behaviors have almost disappeared and destructive, random, or stereotyped acts have decreased. (KW)

ABSTRACT 30235

EC 03 0235 ED N.A.
Publ. Date 68 39p.
Evans, James R.; Apffel, James
Educational Procedures for the Trainable Mentally Retarded: Past, Present, and Potential. IMRID Papers and Reports, Volume V, No. 1.
George Peabody College for Teachers, Nashville, Tennessee, Institute on Mental Retardation and Intellectual Development
National Institute of Child Health and Human Development, Bethesda, Maryland
EDRS not available
Peabody College Bookstore, George Peabody College For Teachers, Nashville, Tennessee 37203.

Descriptors: exceptional child education; trainable mentally handicapped; curriculum; historical reviews; child care; educational methods; mentally handicapped

The history of the care of the trainable mentally handicapped (TMH) and of educational provisions for them is traced. Current curriculums for TMH children are discussed in terms of educational goals, curriculum content, educational procedures, effectiveness of special classes and programs, general and individual goals, content, techniques and procedures, and evaluation. A model of a comprehensive experimental curriculum for TMH's is outlined. Included is a list of general reference books on the TMH, indicating the topics emphasized in each book, and a list of references. (KW)

ABSTRACT 30519

EC 03 0519 ED N.A.
Publ. Date (69) 65p.
Braaten, June; Lee, Isabel
Swimming Program for the Trainable Retarded. Guides 1-3.
Canadian Association for the Mentally Retarded, Toronto, Ontario
EDRS not available
Canadian Association for the Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; swimming; program guides; program planning; teaching methods; records (forms); staff role; curriculum guides; instructional programs; program administration

Three manuals provide information about planning a swimming program for the trainable mentally handicapped. Guide One assists in planning the organization and administration of the program, including committee personnel, facilities and equipment, staff and their qualifications, transportation, public relations, and finance. Sample forms are provided. Guide Two provides information on conducting the program in terms of staff duties and orientation, instructional program and teaching suggestions, and recording progress. An outline of the pilot project is appended. Guide Three considers aspects of testing and recognition, such as awards, required materials, securing examiners, and sample test sheets and explanations. The packet also includes a report card and award booklets. (MS)

ABSTRACT 30819

EC 03 0819 ED N.A.
Publ. Date 70 128p.
Lynch, Elizabeth; Ross, Jeanne
Speech Improvement for the Trainable Retarded: A Manual for the Classroom Teacher.
Michigan State University, East Lansing, Regional Instructional Materials Center for Handicapped Children and Youth
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS not available
Regional Instructional Materials Center for Handicapped Children and Youth, 213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; teaching guides; language instruction; elementary education; speech skills; speech improvement

Designed as a manual for the teacher of the trainable mentally retarded (TMR), the text provides lesson plans for 8-12 year old TMRs with speech problems. The lessons follow a definite plan including easily followed physical action, discrimination of gross sounds, and speech sounds. The lessons are developmental, repetitive, and short to provide for a short attention span. (CD)

ABSTRACT 30864

EC 03 0864 ED N.A.
Publ. Date Nov 70 3p.
Fendell, Norman
Team Work Experience for the Mentally Retarded.
EDRS not available
Rehabilitation Literature; V31 N11 P330-2 Nov 1970

Descriptors: exceptional child education; vocational education; trainable mentally handicapped; teamwork

The trainable mentally handicapped are the focus of an article emphasizing a teamwork approach to vocational educa-

tion. It is suggested that students spend half a day with a special education teacher in a vocationally oriented curriculum. They would then move to a team of perhaps five members and work with a supervisor who would provide continual reinforcement and guidance. (RJ)

ABSTRACT 30877

EC 03 0877 ED N.A.
Publ. Date 68 120p.
Camp, Shirley L., and Others
A Curriculum Guide for the Development of Communication Skills with the Trainable Mentally Retarded.
Cobb County Schools, Marietta, Georgia, Special Education Department
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS not available
Cobb County School System, Special Education Department, Marietta, Georgia 30060.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; communication skills; interpersonal competence; perceptual motor learning; self care skills; instructional materials; audiovisual aids; lesson plans

The guide is intended to be used by teachers and administrators as a basis for the development of a program relevant to the individual needs of mentally retarded children. General guidelines provided cover characteristics of mentally retarded children, basic tenets for teaching them, eligibility for program, use of IQ, goals, language and speech development, and other factors. A speech improvement program for use by the classroom teacher is outlined. Sample unit plans (including description of activities and audio-visual materials) for the primary, intermediate, and young adult levels are provided in the areas of social skills, physical and perceptual skills, and economic usefulness. Also included are sample daily schedules, lesson plan sheets, inventories, suggested lists of materials and resources, and addresses for catalogs of equipment and supplies. (KW)

ABSTRACT 31262

EC 03 1262 ED 046 177
Publ. Date 69 46p.
Wickersham, Julia M. and Others
Educational Specifications for the Exceptional Child Center: Facility for the Trainable Mentally Retarded.
Duval County Schools, Jacksonville, Florida
Florida State Department of Education, Tallahassee
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; architectural programing; educational facilities; educational equipment; mentally handicapped; program descriptions; classroom furniture; primary grades; intermediate grades; family life education; Florida

Educational specifications for a physical plant facility for trainable mentally handicapped children (for Duval County, Florida schools) are detailed in the document. Goals, objectives, and program content and activities (for primary, intermediate, preoccupational and family living levels) are outlined, including furniture and equipment listings, and special considerations for each level. Diagrams and floor plans for the plant facility are included. (CD)

ABSTRACT 31319

EC 03 1319 ED N.A.
Publ. Date (68) 198p.
Instruction Guide for the Profoundly Mentally Retarded.
Seattle Public Schools, Washington
EDRS not available
Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109.

Descriptors: exceptional child education; trainable mentally handicapped; curriculum guides; resource guides; teaching guides; kindergarten; preschool education; intermediate grades; primary grades; prevocational education

To provide an opportunity for the profoundly mentally handicapped child to develop his ability to cope with the demands of daily living, the Seattle public schools have designed an instruction guide spanning nursery through prevocational education. Point of view, objectives, daily schedule, self-care skills, social skills, fundamental skills, and art, music and physical education are outlined for nursery, kindergarten, primary, intermediate, and prevocational. (CD)

ABSTRACT 31396

EC 03 1396 ED 046 200
Publ. Date 71 213p.
Buddenhagen, Ronald G.
Establishing Vocal Verbalizations in Mute Mongoloid Children.
EDRS not available
Research Press Company, 2612 North Mattis Street, Champaign, Illinois 61820 ($9.95).

Descriptors: exceptional child education; mongolism; institutionalized (persons); behavior change; verbal operant conditioning; mentally handicapped; voice disorders; mutism

Behavior modification as an attack upon the problem of mutism in mongoloid children establishes the basis of the text. Case histories of four children in a state institution present the specific strategy of speech therapy using verbal conditioning. Imitation and attending behavior, verbal chaining, phonetic theory, social reinforcement, deprivation, and punishment are all examined in relation to the four subjects. The etiology of mutism among institutionalized mongoloid children is dealt with in a separate section. A glossary of phonetic symbols and terminology conclude the text. (CD)

ABSTRACT 31468

EC 03 1468 ED 046 203
Publ. Date 70 29p.
Bialac, Verda, Comp.
The Severely and Profoundly Retarded: A Bibliography.
Washington State Library, Olympia
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; custodial mentally handicapped; bibliographies; mongolism; services; educational programs; training techniques; institutions; residential care; child care; child development

The bibliography lists references to literature on the profoundly and severely mentally retarded as an aid for people working with this level of retardate. Medical literature is not included. Citations are listed under one of the 15 following categories: broad aspects, community programs, conditioning, education, institutional services and residential hall programs, language and speech and hearing, mental processes and psychodiagnostics, parents and family, physical development, planning and legislation, professional services, recreation, self-help and practical skills, social and emotional development, and vocational habilitation and rehabilitation. (KW)

ABSTRACT 31547

EC 03 1547 ED N.A.
Publ. Date 70 16p.
Trainable Mentally Retarded Children: A Guide for Parents.
Indiana University of Pennsylvania
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS not available
Pennsylvania Department of Education, Bureau of Special Education, Box 911, Harrisburg, Pennsylvania 17126.

Descriptors: exceptional child education; trainable mentally handicapped; parent role; special classes; child rearing; class activities; mentally handicapped

The pamphlet attempts to answer questions frequently asked by parents of trainable mentally retarded children. The trainable retarded are defined and described. The benefits of early attention to special problems are pointed out. Suggestions are made for preparing the child for school. The goals of a special class program and the members of the school team are presented, as are some of the basic daily training activities the child will encounter in school. Program changes for teenagers are noted. Some sources of additional information and services are listed. (KW)

ABSTRACT 31630

EC 03 1630 ED N.A.
Publ. Date 70 225p.
Terese, Robert; Owen, Corinne
A Flock of Lambs.
EDRS not available
Henry Regnery Company, 114 West Illinois Street, Chicago, Illinois 60610 ($5.95).

Descriptors: exceptional child education; mentally handicapped; work environ-

ment: vocational adjustment: self help programs: public relations: community attitudes

The authors recount, through a series of episodes and incidents, their 9 year involvement with the mentally handicapped. Through the operation of first a pet shop and then a farm employing retarded young adults, the development of self support and direct involvement with the community is realized. The establishment and growth of these outlets for the retarded are the basis of the text while the tracing of the children's growth and awareness is the purpose. (CD)

ABSTRACT 31733

EC 03 1733 ED N.A.
Publ. Date 68 225p.
Gunzburg, H. C.
Social Competence and Mental Handicap.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($9.25).

Descriptors: exceptional child education: trainable mentally handicapped: social adjustment: interpersonal competence: educational objectives: socialization

Dealing with the social inadequacy of the mentally handicapped as seen from an educational-therapeutic point of view, the book considers the practical implications of a social education program, including immediate aims, individual needs, available educational provisions, and proposals. The book's thesis is that society must provide a type of education and training to prepare the trainable retardate for the demands of society and make him able to survive in the community with relatively little support, and therefore be less of a liability to society. Discussion, surveys, and reports of research support the thesis of the need for social education. Such an educational scheme is examined by discussing the principles which govern educational work aimed at the rehabilitation of the socially inadequate. Examined are the attainments and assessment of the retardate in various types of social knowledge and competence, the development of such competence, present services available, the content of a social education program, and specialized teaching methods and aids. Evidence regarding the social competence of the trainable mentally retarded is cited to demonstrate that, with appropriate training, even more such persons could make a reasonable adjustment to ordinary living and working conditions. (KW)

ABSTRACT 31782

EC 03 1782 ED 048 678
Publ. Date Jan 71 28p.
Scoggins, Roy T., Jr. and Others
Recorded Procedures of Instruction, the Sub-Professional and Effective Educational Therapy.
Coastal Center, Ladson, South Carolina
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education: trainable mentally handicapped: tape recordings: nonprofessional personnel: teaching methods: mentally handicapped

Described is the concept of using taped instruction for programs administered by subprofessionals to groups of severely and profoundly retarded children as a highly feasible means of increasing the scope of effective teaching. It is suggested that tapes prepared by professionals can be used in various settings by persons without special training in working with children, such as in Head Start groups, in classroom activities with aides or volunteers, or at home with parents to supplement or reinforce professional prescriptions for learning. Appended is a detailed daily schedule for one group of retarded children with whom such taped instruction was used. (KW)

ABSTRACT 31812

EC 03 1812 ED N.A.
Publ. Date 71 324p.
Bradley, Betty Hunt and Others
Teaching Moderately and Severely Retarded Children: A Diagnostic Approach.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($14.75).

Descriptors: exceptional child education: trainable mentally handicapped: teaching methods: diagnostic teaching: educational philosophy, instructional materials: mentally handicapped

The teaching of moderately and severely retarded children is discussed by a child psychiatrist and two psychologists, with emphasis on collaborative team work of professionals from related disciplines. Schools of thought related to methods for meeting learning disabilities are outlined in the first section. The second section presents the development of the normal child as well as a discussion of the pathology and treatment of the mentally retarded child. The educational section focuses upon specific teaching methods, academic subjects, and practical considerations of teacher preparation, scheduling, and evaluation. An extensive chapter on resources describes and evaluates more than 450 different materials and devices in terms of their usefulness in the classroom. Sources are indicated. The listing covers reading readiness materials, numbers, and general teaching aids. (KW)

ABSTRACT 32170

EC 03 2170 ED N.A.
Publ. Date 71 64p.
Blumenfeld, Jane and Others
Help Them Grow.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($1.75).

Descriptors: exceptional child education: mentally handicapped: child rearing: parent role: parent education: skill development: social development: daily living skills

Although much of the handbook may be useful with different types of handicapped children, it is intended primarily for the parents of young educable and trainable mentally retarded children. Suggestions are provided to assist parents in teaching, in the home, various kinds of basic skills to their children. The suggestions concern family living skills, self-help skills (dressing, toileting, personal hygiene, and feeding), social skills (awareness of self and others, manners, sharing, and safety), communication skills, and sensory and motor skills. The final section, covering further sources of help for parents, lists agencies, national associations, books about handicapped children and mental retardation which would be of particular interest to parents, and books written by parents of handicapped children. (KW)

ABSTRACT 32197

EC 03 2197 ED N.A.
Publ. Date 71 35p.
Kempton, Winifred and Others
Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents.
EDRS not available
Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 ($0.75).

Descriptors: exceptional child education: mentally handicapped: sex education: parent education: contraception

Advice is offered to parents to help them inform and counsel their mentally retarded child in the areas of love, sex, and birth control, with the goal of preparing the child to develop into an adult able to respond to love when and where appropriate. Parents are advised not to overly shelter their child and suggestions are made concerning what and how parents should tell the child about such topics as puberty, masturbation, dating, sexual intercourse, venereal disease, contraceptive methods, abortion, and marriage. Books containing information and moral guidance about sexuality that can be helpful to any parent are recommended in the pamphlet. (KW)

ABSTRACT 32294

EC 03 2294 ED N.A.
Publ. Date 71 134p.
D'Amelio, Dan
Severely Retarded Children: Wider Horizons.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95).

Descriptors: exceptional child education: trainable mentally handicapped: academic ability: curriculum design: teaching methods: basic reading: handwriting: mathematics: motor development: in-

dustrial arts; mentally handicapped; scouting

Presented is a curriculum for severely retarded children (IQ less than 50) which involves both basic academic learnings and social accomplishments. The manual suggests that, using special teaching methods and breaking learning experiences into smaller units, many trainable retarded children (TMR) can learn fundamentals of reading, writing, and arithmetic. A discussion of such a child's potential consists of a description of the author's experience teaching TMR children. Of nine children who participated in academic work for a 2-24 month period, six made substantial progress in academic skills, suggesting that TMR children can do at least first grade academic work. Goals, specific teaching techniques, and learning activities are indicated for the academic skills of reading, writing, and arithmetic. Also presented are two units to encourage motor development: scouting and shop. The units are intended to supplement, not supplant, present programs of motor development. The activities of the scouting unit emphasize gross motor skills, while the shop unit activities for developing eye-hand coordination and hand and arm strength emphasize finer motor skills. (KW)

ABSTRACT 32352

EC 03 2352 ED N.A.
Publ. Date 71 242p.
Buckler, Beatrice
Living with a Mentally Retarded Child.
EDRS not available
Hawthorn Books, Inc., 70 Fifth Avenue, New York, New York 10011 ($6.95).

Descriptors: exceptional child education; mentally handicapped; child rearing; parent education; directories; clinics; residential programs; institutions

Intended to assist parents who are raising a mentally retarded child at home, the book contains information on practical aspects of home training. Following a discussion of the diagnosis and causes of mental retardation, suggestions are presented on such aspects of child-rearing as discipline, toilet training and other self-care skills, good manners and acceptable social behavior, playmates and playthings, types of educational programs, sex education, and vocational concerns. Over one half of the book consists of appendixes which list diagnostic centers and residential facilities throughout the country, providing pertinent data about each, and which offer a bibliography of publications on mental retardation and a bibliography on the education of the mentally retarded. (KW)

ABSTRACT 32382

EC 03 2382 ED N.A.
Publ. Date 71 462p.
Stephens, Beth, Ed.
Training the Developmentally Young.
EDRS not available
John Day Company, 257 Park Avenue South, New York, New York 10010.

Descriptors: exceptional child education; trainable mentally handicapped; educational diagnosis; evaluation criteria; rating scales; educational methods; teaching methods; training techniques; program design; skill development; mentally handicapped

Designed primarily for teachers of the moderately or trainable mentally retarded, the volume presents ways of assessing development and provides a rationale for program planning in the major areas of development. Following a description of the trainable retardate and his potential, Part 1 introduces teachers to developmental scales and developmental appraisal of cognitive, motor, language, and social abilities. Part 2, concerning areas of training (perceptual-motor, speech and language, self-help and independence, socio civic and recreation, and vocational), reviews programs designed to promote the progression of the individual to the next higher level of functioning. Part 3, dealing with methods useful in program implementation, examines the following methods and techniques of training: Montessori method, behavior modification, and discrimination learning. (KW)

ABSTRACT 32531

EC 03 2531 ED N.A.
Publ. Date (69) 8p.
Braaten, June
Planning Recreational Activities for the Retarded Child, at Home.
Canadian Association for the Mentally Retarded, Toronto, Ontario
EDRS not available
Canadian Association for the Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario, Canada ($0.25).

Descriptors: exceptional child education; trainable mentally handicapped; recreation; leisure time; parent role; homebound; mentally handicapped; parent education

The suggestions for planning recreational activities are addressed to parents and apply particularly to the trainable mentally retarded child who is not enrolled in a school program but remains at home. The discussion of the purposes and goals of providing recreational activities points out that such activities will not only keep the child occupied and happy but can play a part in his development and learning. The advantages for both the child and the family of planning ahead for leisure activities are mentioned. A plan for facilities at home is presented, indicating equipment and materials to have in each room of the house and in the yard. Activities for various parts of the day at home are suggested, as well as away-from-home activities which can be arranged by the parent. (KW)

ABSTRACT 32606

EC 03 2606 ED N.A.
Publ. Date 71 6p.
Dunn, John H.
The Ranch for Mentally Retarded.
EDRS not available
Rehabilitation Record: V12 N4 P27-32 Jul-Aug 1971

Descriptors: exceptional child education; mentaly handicapped; vocational rehabilitation; vocational education; sheltered workshops; case studies (education); self help programs

A sheltered workshop rehabilitation ranch for mentally handicapped boys is described. The workshop is a sixty acre ranch that provides a therapeutic environment for the boys as well as vocational training and job placement services. Trainable and educable mentally handicapped boys are given an opportunity to experience personal accomplishment while learning a marketable skill, to race, age, background, and disabilities. Case histories are included to augment the discussion. (CD)

ABSTRACT 32697

EC 03 2697 ED N.A.
Publ. Date 71 9p.
Galloway, Charles; Galloway, Kay C.
Parent Classes in Precise Behavior Management.
EDRS not available
Teaching Exceptional Children: V3 N3 P120-8 Spr 1971

Descriptors: exceptional child education; trainable mentally handicapped; behavior change; charts; parent role; precision teaching; parent education; mentally handicapped; measurement techniques

Described are parent classes in precise behavior management for parents of severely retarded children, in which parents were taught how to use the measurement tools of precision teaching to increase the frequency of desirable behaviors and decrease the frequency of undesirable behaviors in their children. Strategies and principles for developing such parent classes are enumerated. Instructions given to parents for recording on Standard Behavior Charts the frequency of the selected behavior and for using the chart as an evaluation tool in their behavior management project are summarized. A behavior chart accompanies the description of a sample parent behavior modification project, in which a 7-year-old PKU boy's incessant rocking behavior was successfully decreased with the help of the tools of precise behavior management. (KW)

ABSTRACT 32720

EC 03 2720 ED 052 561
Publ. Date 71 56p.
A Resource Guide in Sex Education for the Mentally Retarded.
Sex Information and Education Council of the United States, Inc., New York, New York;
American Association for Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
NEA Publications-Sales, 1201 Sixteenth

Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; sex education; resource guides; course content; curriculum; class activities; instructional materials

A practical resource guide rather than a theoretical document, the guide contains information on sex education designed to help parents, professionals, and volunteers working with or teaching the mentally retarded. Guidelines for developmental sequences of instruction and suggestions concerning concepts, content, teaching methods and activities, and instructional materials are presented. The concepts and their associated ideas and materials are presented sequentially, from the easy and basic to the sophisticated, so that materials from the appropriate level can be selected for use with the educable or trainable retarded. Outlined are seven steps for establishing a sex education program in residential or day schools. Following brief discussions of the attitudes and responsibilities of adults involved and of teaching styles, two sample lesson plans are given to show how materials and information can be organized for presentation. Detailed are the component concepts and related activities for four general curriculum areas: awareness of self, physical changes, peer group relationships, and responsibility to society. The extensive list of selected resources includes both printed and audiovisual materials to use with the retarded. (KW)

ABSTRACT 32868

EC 03 2868 ED N.A.
Publ. Date Apr 71 16p.
Policy Statements on the Education of Mentally Retarded Children.
National Association for Retarded Children, Arlington, Texas
EDRS not available
National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011.

Descriptors: exceptional child education; mentally handicapped; civil liberties; educational philosophy; educational objectives; public education; educational problems; National Association for Retarded Children

Prompted by denial of basic educational rights to a large segment of the retarded population, especially severely and profoundly retarded persons, the National Association for Retarded Children delineates persisting problems in the education of the mentally handicapped and provides policy statements regarding these problems. The policy statements are consistent with the philosophy of education for all children, in that every child should have adequate instruction and educational facilities within his school district. The problems listed are: denial of the right to education in the public schools; mandatory provision of education services and compulsory attendance; administration of services; locus of responsibility; educational rights of the retarded in residential institutions; classification and placement in special education classes; the integration-segregation issue; the borderline child; lack of standard nomenclature; student mobility within the educational program; provisions for the early education of mentally retarded persons; need for continuing educational services; appropriateness and scope of school curricula; extent of family involvement in the educational process; qualifications of special education teachers; class size, composition, and teacher-pupil ratios; and supportive services. Appended is a policy statement on classification and placement in special education classes. (CB)

ABSTRACT 32869

EC 03 2869 ED N.A.
Publ. Date May 71 5p.
Auxter, David
Motor Skill Development in the Profoundly Retarded.
EDRS not available
Training School Bulletin; V68 N1 P5-9 May 1971

Descriptors: exceptional child education; custodial mentally handicapped; motor development; program descriptions; mentally handicapped

Described is a Gross Motor Development Program implemented with a group of 12 profoundly retarded nonambulatory persons between the ages of 12 and 30 years and with mental ages of between 6 and 18 months, for the purpose of enabling them to more adequately cope with their physical environment. Goals of the program were to increase range of motion in contracted joints, develop extensor muscle groups which resist gravitational forces, provide for quantities of proprioceptive stimulation through movement, and develop integrative function of joints for purposive movement. Candy, social approval, and aversive consequences were used to motivate and elicit responses. In all cases, gains were made in at least one aspect of the program. It was concluded that, with the specification of objectives toward which a staff could work, the profoundly mentally retarded can benefit from a directive purposive motor development program and improve motor function. (Author/KW)

ABSTRACT 32959

EC 03 2959 ED N.A.
Publ. Date Jun 71 3p.
Fredericks, H. D. Bud and Others
Parents Educate Their Trainable Children.
EDRS not available
Mental Retardation; V9 N3 P24-6 Jun 1971

Descriptors: exceptional child education; trainable mentally handicapped; parent role; parent education; behavior change; mentally handicapped; parent teacher conferences

A program for training parents of mentally handicapped children to utilize behavior modification techniques in the home is described. Terminology and record keeping was simplified without losing the basic concepts of behavior modification. A system for cooperation between the teacher and the parent is outlined, indicating the daily passage of empirical data between the teacher and the parent. Participating in the program were the children's parents, who generally agreed that the program was very beneficial to them. There were indications that the program generalized to other learning tasks for the mentally handicapped child and to siblings of the mentally handicapped child. (Author)

ABSTRACT 32993

EC 03 2993 ED N.A.
Publ. Date 70 210p.
Molloy, Julia and Others
A Communication Shaping Program, Pinecrest State School: Handbook for Aides.
Pinecrest State School, Pineville, Louisiana
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Pinecrest State School, P. O. Box 191, Pineville, Louisiana 71360.

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; communication skills; houseparents; behavior change; operant conditioning; guidelines; training techniques

Described is a communication shaping program developed for cottage parents and cottage trainers to train profoundly and severely mentally retarded children in communication skills and daily living skills. The manual, resulting from the program, is designed to help the parent or trainer learn what activities need emphasis and when to proceed to a higher level activity. Reward training techniques (operant conditioning) are defined and it is explained how they were originally applied to eight profoundly retarded boys. The nature of communication, importance of gaining a child's attention, total body activity, facial exercises, attaching meaning to sound, developing expressive language, and evaluation of communication are discussed. A practice set for the trainer, a developmental scale for language, and forms used for charting the child's progress are appended to the manual. (CB)

ABSTRACT 33105

EC 03 3105 ED N.A.
Publ. Date 71 165p.
Blodgett, Harriet E.
Mentally Retarded Children: What Parents and Others Should Know.
EDRS not available
University of Minnesota Press, 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 ($5.95).

Descriptors: mentally handicapped; parent role; parent attitudes; family problems; language development; intelligence

tests: exceptional child education: emotional adjustment: parent education: child rearing

Written to help parents and teachers understand mental retardation, the text offers factual information and guidance to assist in the development of emotional maturity needed to cope with the problems of caring for a retarded child. The dimensions and causative factors are discussed, and intelligence tests and their results are explained. Establishing expectations for the children, the ways in which they learn, speech and language development, the importance of feelings, and capitalizing on social assets are examined. How to make better use of professional help is considered as are the purposes of special education, problems of family living, the adolescent years, and planning for the future. A discussion of the emotional problems in acceptance and adjustment is especially directed to parents. (RJ)

ABSTRACT 33169

EC 03 3169 ED N.A.
Publ. Date 71 6p.
Bloom, Barbara and Others
New Instructional Program Teaches Personal Property Concept to Trainable Children.
EDRS not available
Teaching Exceptional Children: V3 N4 P195-200 Sum 1971

Descriptors: exceptional child education: trainable mentally handicapped: instructional materials: personal values: teaching methods: mentally handicapped: curriculum: audiovisual aids

Described are the contents of a two package program developed by curriculum, media, and evaluation specialists at the Special Education Instructional Materials Center at the University of Wisconsin for the purpose of teaching concepts of personal property to trainable mentally retarded students (CA 6-10). Several different teaching approaches are used, with opportunities for social and token reinforcement. The total program requires 5 days for implementation. The behavioral objective of the first package is identification of different children's personal property, while the second package teaches the right thing to do in a situation involving another person's personal property. Packages include a slide-tape program, flannel board exercises, class discussion phase, and teacher evaluation of student understanding. (KW)

ABSTRACT 33193

EC 03 3193 ED 054 561
Publ. Date Jun 71 69p.
Walden, S. Bernie and Others
The Trainable Child: Preparation for Life.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education: trainable mentally handicapped: curriculum: class activities: parent role: instructional materials: mentally handicapped: teaching guides

Designed to be used in an inservice training program for teachers of trainable mentally retarded children, the manual begins with a discussion of the home as a resource and of ways in which parents, as part of a Teacher-Parent Team, can contribute to the learning of their children. In the major section of the manual, the statement of curriculum goals in the areas of social-emotional, academic, vocational, and enrichment objectives is accompanied by activities which can be used in the classroom to accomplish the objectives and activities which the teacher can suggest that parents use as home reinforcement. Suggestions for classroom planning and management are given. Appended is a chart of selected instructional materials for use with TMRs which indicates for each item whether it is self-instructing, self-correcting, multipurpose, and reusable. A list of sources for these and other instructional materials follows. (KW)

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